Virginia Grade Level Alternative

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Virginia Department of Education

Virginia Grade Level Alternative

Procedural Manual

Developed by the

Division of Assessment and Reporting

in cooperation with the

Division of Special Education and Student Services

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Background

The authority for the VGLA is The Individuals with Disabilities Education Act, implementing regulations at Section 300.138; corresponding state regulations at 8 VAC 20-131-30.F and The Rehabilitation Act of 1973, as amended. (See also, Virginians with Disabilities Act, Section 51-5-40 et seq. of the Code of Virginia, and the No Child Left Behind Act.)

The *No Child Left Behind* (NCLB) Act requires that all students, including those with disabilities, be assessed on statewide accountability measures for the purpose of measuring Adequate Yearly Progress (AYP). The Individuals with Disabilities Education Act (IDEA) and NCLB require states to create alternate assessments for students unable to take the general statewide assessments (Federal Register, Volume 67, Number 129, July 5, 2002.) The Notice of Proposed Rule Making (NPRM), [Federal Register, Vol. 68, No. 54, March 20, 2003, Proposed Rules] directs that these alternate assessments must yield **results for the grade in which the student is enrolled** in at least reading/language arts, mathematics, and, beginning in the 2007-2008 school year, science."

In Virginia, students with disabilities have several options for participating in the regular state accountability assessments. They may participate in the Standards of Learning (SOL) assessments in the same manner that non-disabled students participate, or they may participate in the SOL assessments with standard or non-standard accommodations.

A relatively small number of students with disabilities may be eligible to participate in the Virginia Substitute Evaluation Program (VSEP) as a means of verifying high school credits toward graduation. VSEP is an assessment system based on a student's work sample collection of evidence.

Under the current VSEP, students create a collection of work samples to demonstrate the on-grade level content standards they have learned while taking certain courses in high school. This program is currently only available for courses carrying verified credits and/or for the literacy and numeracy assessments for the Modified Standard Diploma. The VSEP requires that students demonstrate proficiency on all the standards addressed within an assessment based on the blueprints for that particular test. However, students do not have to demonstrate all of the standards addressed within any specific content area in order to pass the assessments as students do not have to answer all questions correctly on the general administration of the Standards of Learning (SOL) assessments to pass those tests.

Finally, eligible students with disabilities of all ages may participate in SOL assessments using the Virginia Alternate Assessment Program (VAAP). VAAP is an alternate assessment focused on Individualized Education Program (IEP) goals linked to academic content standards. Students participating in the VAAP are evaluated against alternate achievement standards.

Each of these assessment options requires potential participants to meet specific participation criteria as defined by a current IEP or 504 plan. States are required to report separately on the percentage of students with disabilities taking alternate assessments that are measured against alternate academic achievement standards, and the percentage of students with disabilities taking alternate assessments that are measured against the regular achievement standards. Recent policy disseminated by the USDOE concerning alternate assessments based on alternate achievement standards such as the VAAP limits the percent of passing scores that may be included in AYP calculations to 1%. This cap, however, does not apply to students taking alternate (alternative) assessments that measure "grade-level academic content" and achievement standards such as the VSEP.

The Virginia Grade Level Alternative Assessment (VGLA)

Purpose: The purpose of the VGLA is to provide students whose nature and level of disability prevents them from accessing the Standards of Learning (SOL) test(s) in a content area, even with accommodations, with the opportunity to participate in state assessments.

The VGLA is available for students in grades 3 - 8 as an alternative assessment for SOL testing. Students who qualify to participate in the VGLA will be required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprints for the academic content area in which they are being assessed. Students will compile a collection of work samples to demonstrate performance on any and all *on-grade level* SOL on which they have received instruction.

The VGLA is designed to maintain high academic expectations for all students including students with less significant cognitive disabilities. Participation in this assessment does not preclude a student from pursuing a standard or advanced studies diploma. Should a student take any course with an associated End of Course (EOC) SOL test, he or she would be expected to take the test for that course, with or without accommodations, or be assessed through the VSEP.

VGLA Eligibility Decisions

Participation Criteria:

Only students identified as disabled with a current IEP/504-plan are eligible for the VGLA. To qualify for the VGLA, a student's IEP team/504 committee must answer the following questions for each content area considered: (a "No" for any question indicates that the student is **NOT** eligible for the VGLA for that content area.)

Virginia Grade Level Alternative Assessment Participation Criteria:

1) Does the student have a current IEP/504 plan?

☐ **Yes** ☐ **No**

2) Does the student demonstrate his/her individual achievement of Standards of Learning content through means other than multiple-choice formats?

☐ **Yes** ☐ **No**

3) As a result of a disability, is the student unable to demonstrate his/her individual achievement on the Standards of Learning test for the assigned grade level using available standard and/or non-standard accommodations and/or formats?

☐ **Yes** ☐ **No**

Example A:

John is enrolled in the fifth grade and has an identified disability under IDEA. John is included in all classes at the fifth grade level; however, in grade 5 mathematics, John is unable to demonstrate his level of understanding of content through paper and pencil testing. When John is allowed to explain and solve math problems verbally to the teacher, he is able to reach the correct answer. John is able to do this without cues from the teacher, but needs the teacher's assistance in writing out the steps and calculations as John verbalizes the process and answers for each step. John is unable to demonstrate some SOL content even with this accommodation, due to the nature of the content and his disabling condition. The IEP team and fifth grade content mathematics teacher examine the Virginia Grade Level Alternative assessment as an option for John's participation in grade 5 mathematics.

John meets the participation criteria outlined for the VGLA. He has a current IEP. He demonstrates his knowledge and skills in fifth grade mathematics in ways other than

paper and pencil testing. Finally, John is unable to demonstrate his individual achievement on the grade five mathematics SOL test, even with accommodations.

Example B:

Sue is in a self-contained 8th grade classroom but is included in many general education courses. She currently uses predict ahead writing software for all of her writing passages. Sue needs the support provided through predict ahead writing software in order to complete compositions for her writing assignments. When Sue is required to turn off predict ahead software, she becomes frustrated and cannot complete writing assignments. Sue has not learned an effective and efficient system for dictation to a scribe. She is able to dictate her writing passages, but often forgets to punctuate, format, and capitalize words. When using her predict ahead writing software, Sue is able to write complete and accurate writing passages.

Sue meets the participation criteria for the VGLA. She has a current IEP. She demonstrates her individual achievement in grade eight writing through a means other than paper and pencil testing. Further, to demonstrate her skills, Sue uses predict ahead writing software, an accommodation that is not allowed on the SOL tests. Therefore, Sue cannot take the SOL test for grade 8 writing even with accommodations.

Other Information

The decision to participate in the VGLA should **not** be based solely on information regarding:

- Poor attendance;
- English as a Second Language;
- Social, cultural, and economic differences;
- Disruptive behavior;
- Student's reading level;
- Expectations of poor performance;
- Amount of time receiving special education services;
- Low achievement in general education;
- Categorical disabilities labels;
- Level of intelligence; or
- Place where the student receives services.

Collection Components

A collection submitted for scoring to the local school division must contain the following components:

- A *VGLA Affidavit of Student Performance* that is signed and demonstrates the student's sole ownership/authorship
- Types of evidence that demonstrate individual achievement on **all** Standards of Learning addressed for a specific grade level and content
- A signed *Individual Student Review Panel Score Form School Report* prepared upon completion of scoring

The school division must maintain these components until after the close of the official audit window, (See Audits and Appeals) **and** in accordance with the ~~Management of the~~ Student's Scholastic Record in the Public Schools of Virginia 8 VAC 20-150-20

A collection submitted for the VGLA may consist of any of the following types of evidence, as long as the student has completed all work contained within the collection under the direct supervision of a teacher or other authorized school personnel:

- Work Sample
- Audiotape
- Videotape
- Anecdotal Record
- Interview
- Photograph
- Charts/Graphs

Types of evidence and examples:

- ~~Work Samples~~

A work sample contained in a VGLA collection must demonstrate that the student was able to complete the work independently under direct supervision of a teacher or other school personnel. The work sample should demonstrate knowledge and/or skills addressed in a specific, or multiple, SOL for the content area/grade level submission. Work samples may include worksheets, tests, quizzes, writing samples, and any other student- generated work that may be used to demonstrate skills and/or knowledge of the SOL addressed.

- ~~Audiotape~~

A student may submit an audiotape for the VGLA. For example, a student may submit an audiotape of himself or herself answering questions about a specific topic, the student may read a selection on audiotape, or he or she may describe a procedure to demonstrate knowledge of the procedure. Once again, the audiotape must contain only student generated information and/or work. It is appropriate for a teacher or other school

personnel to read questions on the audiotape, but responses should be the student's alone without the use of note cards or cue sheets.

- Videotape

A student may submit videotapes with various content for the VGLA. For example, a student may submit a videotape of himself or herself working at a blackboard to demonstrate a skill or knowledge. The videotape may contain an interview of the student on a specific topic or show the student performing a specific skill. The videotape must contain only student generated information and/or work. It is appropriate for a teacher or other school personnel to be on the videotape to ask questions or support the student, but responses should be the student's alone wihtout the use of note cards, cues, or other prompting.

- Anecdotal Record

The student or teacher may submit an anecdotal record of student performance as a type of evidence for the VGLA. In this instance, the teacher may record a skill or knowledge demonstrated by the student alone in an anecdotal record of student performance, or the student may write his or her own anecdotal record indicating how and what he or she was able to demonstrate for specific knowledge or skill. Again, a signed affidavit must accompany each VGLA ensuring that work contained within the collection is that of the student alone. Anecdotal records should merely describe the observed skill or procedure in "matter of fact" terminology and should refrain from language that suggests motive, quality, or proficiency. (e.g., She poured the solution into the beaker very well. He has done this better than he did before, etc.)

- Interview

The student or teacher may submit an interview as a type of evidence for the VGLA. Interviews might be given by the teacher to the student to demonstrate understanding of a concept or skill. The teacher would simply ask the student questions related to the topic being discussed and the student would answer. Interview sheets may also be submitted as evidence. An interview should be concise and precise in design to afford the student the best opportunity to demonstrate what he or she knows about the given topic being discussed.

- Photograph

A student or teacher may submit a photograph of the student or of student work in order to demonstrate attainment of an SOL. The photograph should be captioned to describe the knowledge or skill being demonstrated and any other needed information.

- Charts/Graphs

Charts and/or graphs may be submitted as evidence of student achievement. These should reflect student skills and/or knowledge and may be generated by the teacher and/or student. However, charts and graphs must contain specific information that relates to the student's skills and knowledge. A chart or graph that simply indicates a student's level of progress on a specific skill may not provide enough information to rate the student's knowledge of that skill.

Evidence Submitted

The evidence submitted must demonstrate knowledge and/or skill in the SOL addressed. The VGLA gives the student the ability to demonstrate what he or she knows through a non-traditional means. This, however, does not mean that the student does not have to know the material. It simply means that the student is able to prove that he or she knows the content through products and/or work samples demonstrating his or her understanding or skills, rather than a multiple choice format. Students will be allowed to submit evidence for all or some of the Standards of Learning assessed on the VGLA. Should a student not have evidence for one or more standards contained in the blueprint, the student may simply indicate that no evidence is being submitted for that particular standard of learning. It should be noted, however, that the exclusion of too many SOL within the evidence submitted would result in a score of Fail/Does Not Meet based on the scoring rubric. (See Scoring Rating System)

Evidence submitted may prove more than one standard addressed. For instance, a student may submit a paper that demonstrates multiple writing SOL. In addition, a student may describe the steps of an experiment on an audiotape to prove multiple science SOL, or the videotape may show a student conducting an experiment to prove scientific investigation.

In all cases, evidence should demonstrate the full and complete knowledge and/or skills attained by the student in the SOL addressed. All evidence must be solely the student's work completed in the presence of a teacher or other authorized school personnel. The school division director of testing must maintain evidence until the audit period is completed (See Audits and Appeals) **and** in accordance with the Management of the Student's Scholastic Record in the Public Schools of Virginia 8 VAC 20-150-20.

VGLA Scoring System

Scoring: Local School Division personnel will score student submissions and report results to the Virginia Department of Education (VDOE). Local scoring teams will receive training on VGLA requirements, implementation, and scoring by the VDOE. The VGLA Scoring System will be a secure, online scoring system that scoring teams will use to rate submitted collections of student work. Each score sheet will display a list of all standards prescribed for each grade level, content area, and reporting category. Scorers will assign a numerical value between 1 and 4 to evidence submitted to demonstrate student performance on each SOL. Table I displays the rubric to be used by committee members to assign scores.

Table 1: *Scoring Rubric*

Score*	Descriptors
1	There is *little evidence* that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed, and it is clear that the student is not proficient in most of the skills and knowledge stated in the standard(s).
2	There is *some evidence* that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed, but it is clear that the student is not proficient in many of the skills and knowledge stated in the standard(s).
3	There is *adequate evidence* that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed, and it is clear that the student is proficient in most of the skills and knowledge stated in the standard(s).
4	There is *ample evidence* that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed and is proficient in all of the skills and knowledge stated in the standard(s).

** A student may receive a score point of "0" if the review panel can find NO evidence of the specific Standard of Learning addressed in the evidence. The "No Evidence" box will then be checked on the Individual Student Review Score Form.*

Subsequent to scoring, local school division staff will forward score results to the VDOE for inclusion in state accreditation and NCLB reporting of annual yearly progress. (See Guidelines and Procedures Section)

VGLA Scoring Rating System

Online Rating System:

When applying the scoring rubric, scoring teams must be certain the submitted evidence addresses the required components of each standard included within the student's collection. It is not sufficient to simply demonstrate instruction received or the opportunity to learn the addressed standard. The student must demonstrate through collected evidence the knowledge and/or skill(s) expressed in the standard addressed. If the standard is broken down into sub-skills or knowledge, proficiency on ALL of the articulated knowledge and/or skills found within the standard must be demonstrated for the student to earn a rating of 4.

Example A:

Robert submits this evidence to prove grade 3 mathematics SOL 3.6:
The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets:

Robert submits audiotape responses to a test where he addresses comparison of fractions with like and unlike denominators. On this audio test he earned a 65. In addition, he submits a worksheet he completed under teacher supervision where he was able to complete five out of ten questions dealing with fractions and length/area comparison. He also submits videotape where he identified the numerator and denominator of fractions by pointing to them on a blackboard when questioned by the teacher. Within the videotape, Robert is NOT prompted or cued to point to anything; he is merely asked to identify the numerator and denominator.

Although Robert's test on fractions contains comparison of like and unlike denominators, Robert was only able to get four out of ten questions on like and unlike denominators correct. Robert's worksheet did demonstrate that Robert was able to compare lengths and areas using pictorial representations of fractions. He was able to correctly answer all five questions on the worksheet that addressed this skill. Although Robert is able to identify the numerator and denominator, he does not appear to demonstrate the use of like and unlike denominators in comparing fractions on the videotape. Robert had no evidence of using concrete models to compare fractions. The scoring team assigns a score point of 2 for this evidence.

Example B:

Zachary submits this evidence to prove grade 8 English SOL 8.5:
The student will write in a variety of forms, including narrative, expository and persuasive writings.

a) Use prewriting strategies to generate and organize ideas.
b) Focus on elaboration and organization.
c) Select specific vocabulary and information.
d) Use standard sentence formation, eliminating comma splices and other nonstandard forms of sentences that distract readers.
e) Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs.

Zachary submits a persuasive paper as evidence for English SOL 8.5 completed using predict ahead writing software. All writing was completed on the student's laptop and supervised by the English writing teacher. The submitted evidence also includes an outline, a first draft, and revisions using another program on his laptop.

As the scoring team examines Zachary's paper, they notice that the paper demonstrates many of the skills addressed in SOL 8.5. The scoring team assigns a score of 4 for this evidence for the standard. It is clear from Zachary's evidence that he used prewriting strategies since he included his outline. His paper shows a clear central idea, which is elaborated with well-organized details. The vocabulary and information he chose was specific to the topic and his sentences were well constructed. This is a good example of one work sample, a paper, demonstrating proof of a complete Standard of Learning.

Scoring Team Responsibilities

The local school division has direct responsibility for establishing and maintaining scoring teams. Each school division should identify a person(s) responsible for supervising, training, monitoring, and maintaining scoring teams. The VDOE will offer in-depth training yearly across the Commonwealth to meet the needs of scoring teams and to update information regarding the VGLA.

Scoring teams will consist of at least three and not more than five school division representatives. Scoring teams must include the school division Director of Special Education or a designee, the Division Director of Testing (DDOT) or a designee, and a school division authority on the content area of submission. (e.g., a third grade teacher would best judge a collection of evidence submitted for the grade 3 mathematics SOL, an eighth grade science teacher would best be able to judge a collection of evidence submitted for grade 8 science) Additional scoring team members may be utilized, and more than one scoring team may be assembled and maintained within a school division. **Under no circumstances may a single individual, parent, submitting student, or submitting teacher be a member of, or act as, a scoring team for a specific VGLA.**

The DDOT is responsible for ensuring that proper protocol is followed for assembling, rating, scoring, and reporting VGLA entries using the VGLA Online Scoring System. Scoring team members are responsible for assigning ratings for submitted evidence following established rubric descriptors (See VGLA Scoring System). The scoring team is responsible for ensuring "fair and accurate" ratings of student performance, maintaining submitted collections of student work during the audit window, and reporting results for scored VGLA entries to the VDOE. Scoring teams may not discuss submitted evidence, ratings, proficiency levels, or scoring issues outside of the scoring team committee meeting.

Scoring team members must not use membership on the VGLA Scoring Team to influence the collection of student collection materials. Scoring team members may not assist teachers submitting a collection for scoring by reviewing, critiquing, or otherwise providing guidance to the student and/or teacher in submitting specific evidence.

Virginia Assessment Options for Students with Disabilities:

With the addition of the Virginia Grade Level Alternative (VGLA) assessment, the assessment options for students with disabilities will be as follows:

Virginia Standards of Learning Assessments	Standards of Learning assessments/ standard administration	No cap on number of participants or proficiency: scores that can be included in NCLB AYP calculations.
	Standards of Learning assessments/ using standard accommodations	
	Standards of Learning assessments/ using non-standard accommodations	
	Virginia Substitute Evaluation Program (EOC and grade 8 Reading and Mathematics for Modified Standard Diploma)	
	Substitute tests for verified credits	
	Substitute tests for certification of literacy and numeracy for Modified Standard Diploma students	
	Virginia Grade Level Alternative (VGLA) assessment - Grades 3-8	
Virginia Alternate Assessment Program	Access to modified SOL	1% of proficient scores that can be counted in AYP

Audits and Appeals

Audits

Audits will be conducted in June and July of each assessment administration year. VDOE staff will randomly select 10 to 15% of submitted VGLA entries. These selected student entries will be subject to on-site audits of student evidence and ratings. The purpose of on-site auditing of student rating systems is to ensure that local school division teams are appropriately applying the concepts and descriptors from the scoring rubric to selected student evidence. This also ensures that ratings provided have been "fairly and accurately" applied in relation to submitted evidence. An official audit report will be generated at the completion of the audit. Should questions arise during on-site audits, audit personnel will be able to request additional information to review in order to resolve inconsistencies.

Audited entries will be selected during scoring and, before the close of the school year, the division director of testing for a selected audit entry will be notified in writing of (a) selection for an audit and (b) the audit date. Audits will be conducted on-site; therefore the division director of testing must provide access to all materials used in rating the VGLA to the audit team on the selected audit date. Should further information be requested or needed by the audit team, the division director of testing will be required to produce such materials. Failure to comply with audit team requests will result in the audited entry being assigned a score of "Failed/Does Not Meet". Should extenuating circumstances prevent the director of testing from providing needed evidence or information, he or she may file an appeal of the audit team decision/findings. (See below)

Audited entries will be examined to confirm ratings, evidence submitted, signed affidavits of student performance, agreement between transmitted and official score reports, and demographic information. Audit teams may take any one of the following actions:

1. Affirm ratings earned and validate the audit for a specific collection and content/grade level entry.
2. Request further information or knowledge used to assign ratings for a specific collection and/or content/grade level entry.
3. Find non-agreement between ratings assigned and evidence provided.
4. Modify and/or reject scoring and/or information for a specific collection and/or content/grade level entry.

A complete official audit report will be provided to the Division Director of Testing (DDOT) within ten days of the actual audit. Appeals to audit findings may be conducted following establish appeal procedures.

Appeals

A school division, teacher, student, parent or other school personnel may initiate an appeal of a VGLA score or audit result. The appeal document (See Appendix C) must be completed by the individual and forwarded to the DDOT within 30 days of the appealed action. (e.g., an appeal of a student's VGLA score must be filed with the appropriate DDOT within 30 days of the actual score being reported. An appeal of a state audit result must be received by the DDOT within 30 days of the audit report finding.)

Appeals will result in one of two actions:

1) The appeal will be denied and the original action/results will remain the same.

2) The appeal will be granted and an Appeal Approval Form (See Appendix C) will be sent to the DDOT explaining the next steps or actions that will be taken as a result of approval.

After the 30-day window has expired, no further appeals may be initiated for a specific action or result. Specific questions about audits, appeals, and procedures may be addressed to the Division of Assessment and Reporting at (804) 225-2102.

VGLA Guidelines and Procedures:

The following steps describe the procedures that are to be used for submitting, scoring and reporting a VGLA for a specific student:

1. **A student's IEP team/504 committee examines the participation criteria established for the VGLA and finds that a student meets the criteria for participation.**

The participation decision should be made on a test-by-test basis.
The student's IEP team/504 committee must use current and historical data to address the participation criteria established for the VGLA. In order to participate the student must meet the following criteria:

The student must have a current IEP/504-plan;

AND

As a result of a disability, the student demonstrates his/her individual achievement of SOL content through means other than multiple-choice formats;

AND

As a result of a disability, the student is unable to demonstrate his/her individual achievement on the SOL test for the assigned course or grade level using available standard and/or non-standard accommodations and/or formats.

The decision to participate in the Virginia Grade Level Alternative Assessment should **not** be based solely on information regarding:

- Poor attendance;
- English as a Second Language;
- Social, cultural, and economic differences;
- Disruptive behavior;
- Student's reading level;
- Expectations of poor performance;
- Amount of time receiving special education services;
- Low achievement in general education;
- Categorical disabilities labels;
- Level of intelligence; or
- Place where the student receives services.

2. **The student and teacher follow established local procedures to identify collections components to demonstrate individual achievement of SOL for the grade level and content area(s) considered for the VGLA.**

    - The student and teacher examine the addressed SOL for the grade level assessments being considered for the VGLA.

- The student/teacher selects appropriate work samples that demonstrate content stated in the blueprint established for the specific grade level SOL assessment.
- Work samples and data should reflect demonstration of student knowledge and skills related to the specific SOL.
- A complete collections that represents the student's level of individual achievement in SOL content for the grade level is submitted.
- Work samples submitted must be solely that of the student. (See Collections Components Section)

3. **A signed affidavit (see Appendix C) must accompany each grade level/content area submission stating that the work is that of the student alone using his/her accommodations.**

4. **The student's collection and the signed affidavit confirming that the work is that of the student alone (see Appendix C) are submitted to the LEA scoring committee.**
   - Documentation must include a signed affidavit confirming student sole ownership of evidence submitted.
   - A complete collection that provides evidence for all SOL from a given content/grade level that the student has addressed during the course of study must be submitted.

5. **Based on the documentation and collection review, the school division scoring team will assign the appropriate scores based on the scoring rubric identified by the Virginia Department of Education.**
   - The Division Director of Testing is responsible for maintaining a local scoring team. (See Scoring Team Responsibilities Section)
   - The DDOT will request an Online Scoring System Login.
   - After receipt of all required materials, documentation and collection evidence, the local scoring team will set up a date for review of submitted VGLA entries.
   - The local scoring team will convene and log onto the VGLA Online Scoring System.
   - The local scoring team will use the online scoring system to rate student individual achievement in each SOL addressed for specific content/grade level VGLA submitted collection. (See Scoring Rating System).
   - The scoring team will complete rating student evidence and submit for scoring the student's VGLA entry.
   - Scores reported and confirmed by the VDOE will be used in calculations of AYP and school accreditation based on established methods.

6. **Randomly selected school divisions will be subject to VDOE audits to monitor program implementation, scoring, and application of participation criteria.**
    - Approximately 10 to 15 percent of student submissions will be randomly selected for on-site audits.
    - Schools will be required to provide VDOE audit staff with evidence used to establish ratings earned on VGLA submission score sheets.
    - Based on provided evidence, audit teams will evaluate student skills, proficiency levels, and evidence to ensure "fair and accurate" ratings of student performance.
    - Audit teams will find agreement or non-agreement between submitted evidence and ratings provided.
    - Audit teams may take one of the following actions:
        i. Affirm ratings earned and validate the audit for a specific collection and content/grade level entry.
        ii. Request further information to justify the assigned ratings for a specific collection and/or content/grade level entry.
        iii. Find non-agreement between ratings assigned and evidence provided.
        iv. Modify and/or reject scoring for a specific collection and/or content/grade level entry.
    - School divisions may appeal scores and/or audits through an established appeals process. (See Audits and Appeals Section)

Summary:

Following established procedures and guidelines, an individualized education program (IEP) team/ 504 committee may identify the (VGLA) as an assessment option for a Standards of Learning (SOL) test for the purpose of demonstrating a student's achievement of SOL grade level content at grades 3 through 8. Local school division personnel score the VGLA in accordance with established VDOE scoring guidelines and procedures. The school division is responsible for reporting score results to the VDOE via the online scoring system and for maintaining evidence and score reports throughout the audit timeline. VDOE will select 10% to 15% of submitted VGLA entries to audit during each administration. Scores reported using the VGLA are **not** subject to the 1% cap for proficient scores on alternate assessment measuring alternate achievement standards and will be used in calculations of AYP for NCLB and school accreditation formulas.

Appendices

Appendix A

Questions and Answers about the Virginia Grade Level Alternative Assessment

1. **Why do we need another alternate assessment? I thought we were already assessing these students with the Virginia Alternate Assessment Program?**

   The Virginia Alternate Assessment Program (VAAP) measures student achievement on linked goals to Standards of Learning that reflect knowledge and skills for students with significant cognitive impairments. The VGLA measures the **same** standards as the general SOL assessment for a specific grade and content level but in a different manner. The VGLA is an "alternative" means of assessing grade level content standards for students with disabilities

2. **What kind of student would take the VGLA?**

   The typical student taking the VGLA would be a student who has a current IEP/ 504-plan and needs accommodations that fall outside those allowed for the general administration of the paper and pencil or online formats of the test. Students in the VGLA may demonstrate understanding of SOL content via performance tasks, experiments, demonstrations, or verbal explanations of what they know.

3. Why can't a high school student take the VGLA for a course like Biology?

   Students with current IEPs/ 504- plans who use accommodations that are not allowed on SOL end-of-course assessments **may** qualify to take the Virginia Substitute Evaluation Program (VSEP). The VSEP is also available to students with current IEPs who need to certify the literacy and numeracy requirements of the Modified Standard Diploma. Please refer to the VSEP procedures manual for complete participation criteria and program specifics. (http://www.pen.k12.va.us/VDOE/Assessment/home.shtml)

4. **Can students use standard and/or non-standard accommodations on VGLA evidence?**

   Yes, a student may submit evidence using standard and/or non-standard accommodations as specified within the student's current IEP/504-plan.

5. **Collecting samples of work for students submitting a VGLA takes a great deal of effort. Why do teachers have to prepare collections of student evidence for this assessment?**

   Collecting work samples and student products may seem to be a great deal of work. However, the participation criteria for the VGLA specify that students using this option are unable to use the paper and pencil/multiple choice format of the Virginia SOL tests. Because students may be demonstrating skills through various means, it is important to have an assessment option that allows the student and teacher to choose the most appropriate method for the student to demonstrate the knowledge and skills articulated in the SOL. Given the broad range of methods used by students with varying degrees of disabilities, a collection of evidence is the most flexible and efficient method for examining student performance.

6. **How is the VGLA scored?**

   The VGLA is submitted to the local school division and scored by locally maintained scoring teams. Scoring teams will receive training on the process of applying, the scoring rubric to submitted evidence, use of the online scoring system, and other information pertinent to implementing and scoring the VGLA. Information about the scoring rubric used by local scoring teams may be found on page 12 of this manual. Further information and training opportunities may be found at http://www.pen.k12.va.us/VDOE/Assessment/home.shtml.

7. **Why is my local school division scoring the VGLA and what is the online scoring system?**

   Scoring VGLA entries may be seen as a joint responsibility of the local school division and the Virginia Department of Education. Local scoring teams are responsible for examining evidence and rating performance. The VDOE, via an online scoring system, will calculate proficiency rating and provide real-time online score reports.

   Local scoring teams will log on to a secure online scoring system. The scoring process will involve scoring teams examining submitted evidence for specific content area standards and applying a scoring rubric in order to assign a qualitative value to the evidence presented. Once all evidence submitted for a specific VGLA entry has been scored, scoring teams will submit their ratings of student performance for calculations by the online scoring system. Once submitted, ratings assigned to individual Standards of Learning contained within the VGLA entry cannot be changed. The online scoring system will then generate a final score and proficiency level.

8. **What is a VGLA Audit?**

   After the submission window for VGLA entries, the Virginia Department of Education will randomly select submitted entries for VGLA Auditing. The purpose of VGLA audits is to ensure that scoring teams are correctly applying the scoring rubric to submitted evidence and to ensure that participation criteria are being appropriately applied. Information about the process of a VGLA audit can be found on page 17 of this manual.

9. **How will I know if my school or student has been selected for an audit of his or her VGLA?**

   The local school division's director of testing will be notified in writing that a student or students within his or her school division has or have been selected for a VGLA audit(s). Audited entries will be generated at random from all submitted VGLA entries for a given administration.

10. **I understand the process, but how does this apply to the writing test at grade 5 and 8?**

    The English: writing tests have a writing sample and a multiple-choice component. Students using the VGLA as an alternative method of assessment for the writing test may submit evidence that proves the attainment of the writing SOL as contained in the blueprint for a specific grade level. Students may use dictation to a scribe, sign language, augmentative communication systems, or other means to demonstrate the SOL for the writing content contained in the blueprint. This may or may not include an actual writing sample.

11. **How can I find out more information about the VGLA as an option, the implementation process, or other questions I may have?**

    This manual provides the most current procedural information available for the Virginia Grade Level Alternative Assessment. Further information and updates will be posted to the Virginia Department of Education website at: http://www.pen.k12.va.us/. Technical Training and Assistance Centers, (T/TAC), Special Education Directors (SPED), Division Directors of Testing (DDOT), and the Virginia Department of Education, Division of Assessment and Reporting can provide further information and training on the program and informational updates. For additional copies of this manual contact (804) 225-2102 or e-mail dar@doe.virginia.gov

Appendix B

Example Blueprint

(The following blueprint will provide information on the Standards of Learning used to demonstrate proficiency in grade 5 mathematics.)

Virginia

Standards of Learning Assessments

Blueprint
Grade 5
MathematicsTest

Spring 2003

Grade 5 Mathematics Blueprint

Table of Contents

Standards of Learning (SOL) Test Blueprint
Introduction

What is a test blueprint?

A test blueprint is a guide for test construction and use. The Standards of Learning (SOL) test blueprints serve a number of purposes. One, they serve as a guide to test developers as they write test questions and construct the SOL tests. Two, they serve as a guide to educators, parents and students in that they show (a) the SOL covered by the test and which, if any, have been excluded; (b) which SOL are assigned to each reporting category; (c) the number of test items in each reporting category and on the total test; (d) general information about how the test questions were constructed; and (e) the materials that students are allowed to use while taking the test.

How is the test blueprint organized?

There is a blueprint for each test (e.g., grade 3 English, grade 5 mathematics, grade 8 science, U.S. History). Each blueprint contains the following information:

1. **Test Development Guidelines:** guidelines used by the testing contractor and the members of the Content Review Committees in developing the SOL tests. This section contains three parts:

   A. General Considerations — lists general considerations that are used in developing the test as well as considerations specific to a particular content area.

   B. Item Format — lists information on how items for the test are constructed.

   C. Ancillary Materials — lists any materials (e.g., calculators, rulers, protractors, compasses, dictionaries) that students are allowed to use while taking each test.

2. **Blueprint Summary Table:** a summary of the blueprint which displays the following information:

   - reporting categories for each test;
   - number of test items in each reporting category;
   - Standards of Learning (SOL) included in each reporting category. SOL are identified by numbers and letters that correspond to the original SOL document (letters are assigned to the "bullets" in the original document);
   - SOL which are excluded from the SOL test;
   - number of operational items on the test;
   - number of field-test items on the test; and
   - total number of items (operational and field-test items) on the test.

   Expanded Blueprint: provides the same information as the Blueprint Summary Table except that the full text of each SOL is included. In addition, SOL that are excluded from the test are categorized by the reason they are not included.

What is a reporting category?

Each test covers a number of SOL. In the test blueprint, SOL are grouped into categories that address related content or skills. These categories are labeled Reporting Categories. For example, a Reporting Category for the Grade 5 Mathematics test is "Computation and Estimation." Each of the SOL in this reporting category addresses computation using addition, subtraction, multiplication, or division or requires the student to estimate the answer to a problem. When the results of the SOL tests are reported, the scores will be presented in terms of scores for each Reporting Category and a total test score. Each SOL is assigned to only one reporting category.

Will all SOL listed in the blueprint be assessed each time the SOL tests are given?

Due to the large number of SOL in a content area for a grade span, *every* SOL will not be assessed on every SOL test form. By necessity, to keep the length of a test reasonable, each test will sample from the SOL within a reporting category. However, every SOL is eligible for inclusion on each form of an SOL test.

Grade 5 Mathematics Test Development Guidelines

A. General Considerations

1. All items included in this test will address the knowledge and skills specified in the 2001 Virginia Standards of Learning in Mathematics for grades 4-5.
2. The items will be free of stereotyping or bias directed at a particular age, gender, economic status, racial, ethnic or religious group, or geographic region.
3. The test will be untimed. The test will be administered in two sections, one in which 4-function calculator use is permitted and one in which it is prohibited. Students will be provided with a brief break between sections.
4. There is no penalty for guessing. Students' scores will be based on the number of correct answers out of the total number of operational items on the test.
5. Students will be permitted to use a protractor or angle ruler during the test.
6. Students will be permitted to use a four-function calculator during the last half of the test.
7. Students will be permitted to use scratch paper (plain paper, patty paper, lined paper, or grid paper) at any time during the test.
8. Students will be permitted to use standard (e.g., inches) and metric rulers during the test.
9. Items will be grade-appropriate in terms of difficulty, interest, and reading level.
10. Where appropriate, "real-life" examples and situations that the student would likely encounter will be used to present data or ask questions.

B. Item Format

1. Each item will be a multiple choice item containing four choices. Choices such as "None of the above," "All of the above," and "Not here" will **not** be used.
2. Answer choices will be arranged vertically beneath the item stems unless space considerations prevent such an arrangement.
3. Item stems will be in the form of questions or in the form of sentences that require completion. Incomplete sentences will be followed by a dash.
4. In most cases, numbers will be expressed as numerals.
5. Answer choices will be arranged in ascending or descending order, when appropriate.
6. Graphic displays, item stems, and answer choices will all appear on the same page.
7. Commas will be used in numerals of 4 or more digits.
8. Any decimal fraction less than 1 will include a leading zero, (e.g., 0.2).
9. Fractions will include only denominators of 12 or less.
10. Fractions will be written vertically.
11. Decimal fractions will not exceed 3 decimal places.
12. Sums and differences will not exceed 5 digits.
13. Multipliers will not exceed 2 digits.
14. Products will not exceed 5 digits.
15. Divisors will not exceed 2 digits.
16. Dividends will not exceed 4 digits.

C. Ancillary Materials

1. Rulers with standard and metric measurement
2. Scratch paper (Plain paper will be required unless replaced by patty paper, lined paper, or grid paper which are optional.)
3. Four-function calculators (i.e., add, subtract, multiply, and divide) or calculators having percent, square root, and +/- functions
4. Protractors or angle rulers

Grade 5 Mathematics Blueprint Summary Table

Reporting Categories	No. of Items	Grade 4 SOL	Grade 5 SOL
Number and Number Sense	**8**	4.1a,b,c 4.2a,b,c 4.3 4.4a,b,c	5.1a,b,c 5.2a,b
Computation and Estimation	**12**	4.5 4.6 4.7 4.8 4.9a,b,c	5.3 5.4 5.5 5.6 5.7
Measurement and Geometry	**12**	4.10a,b,c 4.11a,b,c 4.12a,b,c 4.13a,b 4.14 4.15a,b 4.16 4.17a,b,c 4.18	5.8 5.9 5.10 5.11a,b,c,d,e 5.12 5.13 5.14 5.15a,b,c,d,e 5.16
Probability and Statistics	**8**	4.19a,b 4.20	5.17a,b,c 5.18 5.19
Patterns, Functions, and Algebra	**10**	4.21 4.22	5.20 5.21a,b,c 5.22

Total Number of Operational Items	**50**
Field Test Items*	**10**
Total Number of Items	**60**

*These field test items will *not* be used to compute students' scores on the test.

Reporting Category: Number and Number Sense
Number of Items: 8

Grade Four SOL in This Reporting Category:

4.1 The student will
- a) identify (orally and in writing) the place value for each digit in a whole number expressed through millions;
- b) compare two whole numbers expressed through millions, using symbols (>, <, or =); and
- c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.

4.2 The student will
- a) identify, model, and compare rational numbers (fractions and mixed numbers), using concrete objects and pictures;
- b) represent equivalent fractions; and
- c) relate fractions to decimals, using concrete objects.

4.3 The student will compare the numerical value of fractions (with like and unlike denominators) having denominators of 12 or less, using concrete materials.

4.4 The student will
- a) read, write, represent, and identify decimals expressed through thousandths;
- b) round to the nearest whole number, tenth, and hundredth; and
- c) compare the value of two decimals, using symbols (<, >, or =), concrete materials, drawings, and calculators..

Grade Five SOL in This Reporting Category:

5.1 The student will
- a) read, write, and identify the place values of decimals through thousandths;
- b) round decimal numbers to the nearest tenth or hundredth; and
- c) compare the values of two decimals through thousandths, using the symbols >, <, or =.

5.2 The student will
- a) recognize and name commonly used fractions (halves, fourths, fifths, eighths, and tenths) in their equivalent decimal form and vice versa; and
- b) order a given set of fractions and decimals from least to greatest. Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.

Reporting Category: Computation and Estimation
Number of Items: 12

Grade Four SOL in This Reporting Category:

4.5 The student will estimate whole-number sums and differences and describe the method of estimation. Students will refine estimates, using terms such as *closer to, between,* and *a little more than*.

4.6 The student will add and subtract whole numbers written in vertical and horizontal form, choosing appropriately between paper and pencil methods and calculators.

4.7 The student will find the product of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer, using estimation and paper and pencil. For larger products (a two-digit numeral times a three-digit numeral), estimation and calculators will be used.

4.8 The student will estimate and find the quotient of two whole numbers, given a one-digit divisor.

4.9 The student will
- a) add and subtract with fractions having like and unlike denominators of 12 or less, using concrete materials, pictorial representations, and paper and pencil;
- b) add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil; and
- c) solve problems involving addition and subtraction with fractions having like and unlike denominators of 12 or less and with decimals expressed through thousandths, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.

Grade Five SOL in This Reporting Category:

5.3 The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.

5.4 The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.

5.5 The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will find the quotient and remainder.

Reporting Category: Computation and Estimation (continued)
Number of Items: 12

Grade Five SOL in This Reporting Category (continued):

5.6 The student, given a dividend expressed as a decimal through thousandths and a single-digit divisor, will find the quotient.

5.7 The student will add and subtract with fractions and mixed numbers, with and without regrouping, and express answers in simplest form. Problems will include like and unlike denominators limited to 12 or less.

Reporting Category: Measurement and Geometry
Number of Items: 12

Grade Four SOL in This Reporting Category:

4.10 The student will

a) estimate and measure weight/mass, using actual measuring devices, and describe the results in U.S. Customary/metric units as appropriate, including ounces, pounds, grams, and kilograms;
b) identify equivalent measurements between units within the U.S. Customary system (ounces and pounds) and between units within the metric system (grams and kilograms); and
c) estimate the conversion of ounces and grams and pounds and kilograms, using approximate comparisons (1 ounce is about 28 grams, or 1 gram is about the weight of a paper clip; 1 kilogram is a little more than 2 pounds).*

* *The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units.*

Reporting Category: Measurement and Geometry (continued)
Number of Items: 12

Grade Four SOL in This Reporting Category (continued):

4.11 The student will
- a) estimate and measure length, using actual measuring devices, and describe the results in both metric and U.S. Customary units, including part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, millimeters, centimeters, and meters;
- b) identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters); and
- c) estimate the conversion of inches and centimeters, yards and meters, and miles and kilometers, using approximate comparisons (1 inch is about 2.5 centimeters, 1 meter is a little longer than 1 yard, 1 mile is slightly farther than 1.5 kilometers, or 1 kilometer is slightly farther than half a mile).*

* *The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units.*

4.12 The student will
- a) estimate and measure liquid volume, using actual measuring devices and using metric and U.S. Customary units, including cups, pints, quarts, gallons, milliliters, and liters;
- b) identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons) and between units within the metric system (milliliters and liters); and
- c) estimate the conversion of quarts and liters, using approximate comparisons (1 quart is a little less than 1 liter, 1 liter is a little more than 1 quart).*

* *The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units.*

4.13 The student will
- a) identify and describe situations representing the use of perimeter and area; and
- b) use measuring devices to find perimeter in both standard and nonstandard units of measure.

4.14 The student will investigate and describe the relationships between and among points, lines, line segments, and rays.

Reporting Category: Measurement and Geometry (continued)
Number of Items: 12

Grade Four SOL in This Reporting Category (continued):

4.15 The student will
- a) identify and draw representations of points, lines, line segments, rays, and angles, using a straightedge or ruler; and
- b) describe the path of shortest distance between two points on a flat surface.

4.16 The student will identify and draw representations of lines that illustrate intersection, parallelism, and perpendicularity.

4.17 The student will
- a) analyze and compare the properties of two-dimensional (plane) geometric figures (circle, square, rectangle, triangle, parallelogram, and rhombus) and three-dimensional (solid) geometric figures (sphere, cube, and rectangular solid [prism]);
- b) identify congruent and noncongruent shapes; and
- c) investigate congruence of plane figures after geometric transformations such as reflection (flip), translation (slide) and rotation (turn), using mirrors, paper folding, and tracing.

4.18 The student will identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.

Grade Five SOL in This Reporting Category:

5.8 The student will describe and determine the perimeter of a polygon and the area of a square, rectangle, and right triangle, given the appropriate measures.

5.9 The student will identify and describe the diameter, radius, chord, and circumference of a circle.

5.10 The student will differentiate between perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.

Reporting Category: Measurement and Geometry (continued)
Number of Items: 12

Grade Five SOL in This Reporting Category (continued):

5.11 The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of
- a) length—part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers;
- b) weight/mass—ounces, pounds, tons, grams, and kilograms;
- c) liquid volume—cups, pints, quarts, gallons, milliliters, and liters;
- d) area—square units; and
- e) temperature—Celsius and Fahrenheit units.
  Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0°C and 32°F, water boils at 100°C and 212°F, normal body temperature is about 37°C and 98.6°F).

5.12 The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.

5.13 The student will measure and draw right, acute, and obtuse angles and triangles, using appropriate tools.

5.14 The student will classify angles and triangles as right, acute, or obtuse.

5.15 The student, using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will
- a) recognize, identify, describe, and analyze their properties in order to develop definitions of these figures;
- b) identify and explore congruent, noncongruent, and similar figures;
- c) investigate and describe the results of combining and subdividing shapes;
- d) identify and describe a line of symmetry; and
- e) recognize the images of figures resulting from geometric transformations such as translation (slide), reflection (flip), or rotation (turn).

5.16 The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).

Reporting Category: Probability and Statistics
Number of Items: 8

Grade Four SOL in This Reporting Category:

4.19 The student will
- a) predict the likelihood of outcomes of a simple event, using the terms *certain, likely, unlikely, impossible*; and
- b) determine the probability of a given simple event, using concrete materials.

4.20 The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret the results, draw conclusions, and make predictions.

Grade Five SOL in This Reporting Category:

5.17 The student will
- a) solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results;
- b) predict the probability of outcomes of simple experiments, representing it with fractions or decimals from 0 to 1, and test the prediction; and
- c) create a problem statement involving probability and based on information from given problem situation. Students will not be required to solve the created problem statement.

5.18 The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.

5.19 The student will find the mean, median, mode, and a range of a set of data.

Reporting Category: Patterns, Functions, and Algebra
Number of Items: 10

Grade Four SOL in This Reporting Category:

4.21 The student will recognize, create, and extend numerical and geometric patterns, using concrete materials, number lines, symbols, tables, and words.

4.22 The student will recognize and demonstrate the meaning of equality, using symbols representing numbers, operations, and relations [e.g., $3 + 5 = 5 + 3$ and $15 + (35 + 16) = (15 + 35) + 16$].

Grade Five SOL in This Reporting Category:

5.20 The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence. Concrete materials and calculators will be used.

5.21 The student will
a) investigate and describe the concept of variable;
b) use a variable expression to represent a given verbal quantitative expression, involving one operation; and
c) write an open sentence to represent a given mathematical relationship, using a variable.

5.22 The student will create a problem situation based on a given open sentence using a single variable.

Appendix C

Virginia Grade Level Alternative Forms

Virginia Grade Level Alternative Assessment
Participation Criteria Form

To qualify for the Virginia Grade Level Alternative (VGLA) assessment, a student's IEP team/504 committee must determine that a student is eligible based on answering the following questions for each content area considered: (a "No" for any question indicates that the student is **NOT** eligible for the VGLA for that content area.)

Virginia Grade Level Alternative Assessment Participation Criteria:

1) Does the student have a current IEP/ 504-plan?

☐ **Yes** ☐ **No**

2) Does the student demonstrate his/her individual achievement of Standards of Learning content through means other than multiple-choice formats?

☐ **Yes** ☐ **No**

3) As a result of a disability, the student is unable to demonstrate his/her individual achievement on the Standards of Learning test for the assigned course or grade level using available standard and/or non-standard accommodations and/or formats?

☐ **Yes** ☐ **No**

The decision to participate in the Virginia Grade Level Alternative Assessment should **not** be based solely on information regarding:

- Poor attendance;
- English as a Second Language;
- Social, cultural, and economic differences;
- Disruptive behavior;
- Student's reading level;
- Expectations of poor performance;
- Amount of time receiving special education services;
- Low achievement in general education;
- Categorical disabilities labels;
- Level of intelligence; or
- Place where the student receives services.

Virginia Grade Level Alternative Assessment
Affidavit of Student Performance

Student Information

Student Name: _____ Date of Birth: _____

School Name: _____

School Division: _____

Subject/Course Submission: _____

Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Virginia Grade Level Alternative assessment was performed, to the best of my knowledge, by the student using allowed accommodations as noted in his/her current IEP/504-plan and in the presence of a teacher and/or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not:
- fabricate, alter, or modify student work samples, products, or data,
- describe student behaviors that provide a negative image of the student, or
- provide any accommodation/assistive device that is not a regular part of the student's daily instruction.

Teacher: _____
Signature

Date: _____

Building Administrator/Designee: _____
Signature

Date: _____

Virginia Grade Level Alternative
Appeal Request Form

Division: _____ School: _____

Student Name: _____ Grade: _____

DOB:_____ Student ID Number: _____

Content Area of Submission: _____

(Check those that apply)

Request for Appeal:

- ☐ Appeal the process used to rate student submissions for the VGLA content area indicated above to include scores rated and calculated for the entire submission and/or specific SOL standards addressed within this VGLA submission;

and/or

- ☐ Appeal the audit findings generated from the Official Audit Report Form provided in review of the VGLA content area submission indicated above;

and/or

- ☐ Appeal the proficiency rating assigned for the VGLA content area submission indicated above based on an error in scoring and/or reporting.

Justification Statement:

(To include evidence of criteria met and means for decision)

Signature	Position/Representing	Date

Virginia Grade Level Alternative Assessment
Official Audit Form

After complete and thorough review of the Virginia Grade Level Alternative (VGLA) Assessment Official Score Report and corresponding evidence used in rating the VGLA submission for:

Student Name: _____Student Number: _____

Grade: _____ Content Area of Submission: _____

School/ Division: _____

Submitted and scored on: _____
Date

Results of review by the audit panel:

☐ Affirms ratings earned and validates the audit for the above referenced collection and/or content/grade level entry.

☐ Requests further information and/or knowledge used to assign ratings for the above referenced collection and/or content/grade level entry to be provided to the audit review panel on or before _____.
Date

☐ Finds non-agreement between ratings assigned and evidence provided and therefore recommends actions detailed below.

☐ Modifies and/or rejects scoring for the collection and/or content/grade level entry referenced above and recommends actions detailed below.

Recommended Audit Actions:

_____ _____
Audit Chairperson Signature Date